

## **480-000-XXX Instructions for Completing Form EI-2, “Notice and Consent for Early Intervention Initial Multidisciplinary Evaluation and Child Assessment”**

**Use:** Following consultation with the school district, services coordinators use Form EI-2 to give notice and secure parental consent for Early Intervention Initial Multidisciplinary Evaluation and Child Assessment.

### **Completion:**

- **Proposal to Conduct Multidisciplinary Evaluation and Child Assessment**  
Written notice must be provided to parents of a child with disabilities within a reasonable time before the school district proposes or refuses to initiate the initial multidisciplinary evaluation and child assessment. The school district shall inform the parent of the estimated amount of time (not to exceed 45 days from date of referral) for completing the multidisciplinary evaluation and making the verification decision, as well as the child assessment (if the child is determined eligible for early intervention). If the activity takes longer than the amount of time estimated by the district, the district must communicate to the parent the progress being made at that stage of the process. The school district must include a description of the action proposed or refused by the school district, an explanation of why the district proposes or refuses to evaluate, and any options considered by the district prior to the multidisciplinary evaluation request, and the reasons why those options were rejected by the district. In effect, the school district must describe what they are planning to do, why they are planning to do it, and the options they contemplated and rejected.
- **Recommendation of Initial Multidisciplinary Evaluations**  
The services coordinator, in collaboration with the school district, must write a description of each multidisciplinary evaluation procedure, test, record, or report the school district plans to use within the proposed initial multidisciplinary evaluation. Multidisciplinary evaluation descriptions may include, but not be limited to, information from the following:
  1. Self-Help/Adaptive Development – The assessment of performance in basic self-help and/or adaptive skills.
  2. Cognitive Development – The assessment of development of general intellectual functioning and potential, including learning style, alertness, ability to relate to objects and events, etc.
  3. Physical Development (including Vision and Hearing) – The assessment of coordination of senses with large and small muscles, such as using eye-hand coordination, dexterity, strength, body coordination, balance; also includes vision and hearing.
  4. Social and Emotional Development – The assessment of social development, such as capacity for trust, self-image, view of the world, sensitivity to persons and situations, development of personal independence, coping with social situations, etc.
  5. Speech and Language (Communication) Development – The assessment of development and performance in speech and language, such as production of sounds, etc.
  6. Other – For example, health, etc.

In obtaining consent for the initial multidisciplinary evaluation, if the school district plans to give a particular test to a child, the parents must be fully informed about the test. In situations where the actual tests to be given to a child are not known prior to the testing situation, the school district must give parents a description of the general kinds of tests that will be employed.

In obtaining consent for the child assessment, the services coordinator must explain that if the child is determined eligible for early intervention services based upon the evaluation administered, the school district must conduct a child assessment to identify the child's unique strengths and needs in all developmental areas and the early intervention services appropriate to meet those needs. The parents must be fully informed about the child assessment procedures which include:

- a) Review of the results of the evaluation;
- b) Observations of the child and;
- c) The identification of the child's needs in each of the developmental areas within the context of the family's routines and activities.

### **Explanation of Procedural Safeguard**

Parents shall receive a copy and explanation of the procedural safeguards available to them. This, at a minimum, must include copies of: procedures for complaints and hearings specified in 480 NAC Chapter 10 and 92 NAC 55 (for initial multidisciplinary evaluations), and applicable state statute requirements,. The NDE Special Education Office has available a Sample Notice of "Complaints and Hearing Procedures and Parental Rights in Special Education" to assist school districts/services coordinators in meeting this requirement.

### **Parental Understanding of Content of Notice and Consent**

As previously outlined with the "Recommendations of Initial Multidisciplinary Evaluations" section, both notice and consent are required for initial multidisciplinary evaluation and child assessment. For purposes of the initial multidisciplinary evaluation and child assessment, notice refers to information provided to the parents of an infant/toddler referred to EDN before the district proposes to conduct the initial multidisciplinary evaluation and child assessment while consent means that the parents of an infant/toddler referred to EDN have been fully informed of all information relevant to the activity for which consent is being sought and that the parent understands and agrees in writing to the proposed activity.

**Distribution:** To document that information was provided to parents (notice) and that the parent understands and agrees in writing to the activity (consent), this document utilizes parental signatures. This form must be signed by the parent and a copy maintained by the services coordinator and original by the school district.

**Retention:** Form EI-2 is retained in the services coordination early intervention record for six years after the completion of the activities for which early intervention funds were used.